

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Ms. Pamela S. Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pinewood Elementary School
(As it should appear in the official records)

School Mailing Address 6717 North 63 Street

Omaha Nebraska 68152-2210
City State Zip Code+4 (9 digits total)

County Douglas State School Code Number* 28-001-155

Telephone (402) 561-6000 Fax (402) 561-6009

Website/URL http://www.ops.org/pinewood/ E-mail Pamela.Johnson@ops.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. John Mackiel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Omaha Public Schools Tel. (402) 557-2001

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Sandra Kostos Jensen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 60 Elementary schools
 11 Middle schools
 _____ Junior high schools
 7 High schools
 2 Other

 80 TOTAL

2. District Per Pupil Expenditure: \$7,617.34

Average State Per Pupil Expenditure: \$7,798.49

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ [X] Urban or large central city
☐ [] Suburban school with characteristics typical of an urban area
☐ [] Suburban
☐ [] Small city or town in a rural area
☐ [] Rural

4. 2 Number of years the principal has been in her/his position at this school.

8 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	12	6	18	7			
K	25	14	39	8			
1	15	18	33	9			
2	18	14	32	10			
3	16	16	32	11			
4	19	23	42	12			
5	19	17	36	Other			
6	21	19	40				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				272

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 54 | % White |
| 32 | % Black or African American |
| 6 | % Hispanic or Latino |
| 6 | % Asian/Pacific Islander |
| 2 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 19 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	293
(5)	Total transferred students in row (3) divided by total students in row (4)	.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 7 %
18 Total Number Limited English Proficient

Number of languages represented: 5

Specify languages: Arabic, Hmong, Nuer, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 143

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15%
40 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>39</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

*Some students are classified with more than one disability.

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>2</u>
Special resource teachers/specialists	<u>7</u>	<u>3</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>40</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	95%	96%	96%	95%	97%
Teacher turnover rate	11%	11%	18%	11%	15%

PART III – SUMMARY

Pinewood Elementary School opened in 1974 and is located at 6717 N. 63rd Street in north-central Omaha. Until 1998 Pinewood was a traditional elementary school, serving students in kindergarten through sixth grade. During the 1997-1998 school year staff began to collect data to determine why Pinewood student achievement was comparatively lower than other schools in the Omaha Public School district (OPS). They found that Pinewood ranked near the bottom of a report of school standardized test scores. At that time, Pinewood staff assessed the data and considered different models of instruction. Then, after several years of research by a leadership team of teachers and parents, Pinewood began multiage instruction in one classroom in the 1998-1999 school year and fully implemented the multiage model in all classrooms by the 2002-2003 school year. Multiage philosophy has proven successful in building a community of learners, encouraging independence, engaging students, and meeting student needs. Pinewood currently educates students in full-day Pre-Kindergarten/Kindergarten (PreK/K) followed by 1/2, 3/4, and 5/6 grade multiage classrooms.

Pinewood's implementation of the multiage model has proven to be academically effective as students spend two years in their classrooms enabling teachers to develop a strong sense of each student's strengths and weaknesses. At the beginning of each new school year, teachers are familiar with approximately half of their students and since many students are already comfortable with classroom routines and procedures, they benefit from spending less time on review activities, giving them the opportunity to delve into new concepts. The multiage program focuses on individual student progress and the curriculum is geared to the needs of the students, not the textbooks. Special needs and gifted students are taught at their respective academic levels through differentiated instruction. Flexibility in grouping children by academic need and interest is a crucial component of the multiage program and small group learning occurs every day. In the classroom, older children benefit by developing leadership skills and younger children are intellectually stimulated from interaction with more experienced students.

Pinewood's "3 Be's" model of being safe, being respectful, and being responsible promotes a safe, secure, and disciplined school environment. All staff members take a personal interest in building positive relationships with Pinewood students. A professional learning team of teachers and support staff meets on a regular basis to assure that all students are safe and successful at school.

Pinewood is an exemplary school that focuses on best practices to educate all children. Active engagement in a high-interest, student-oriented, and educationally sound program produces healthy, well-rounded, and productive school citizens. Pinewood's mission statement articulates that the school is a team of staff, students, parents, and community working together to teach students to become high achievers, life-long learners, and responsible citizens. The school's vision is to be an exemplary multiage school that serves as a demonstration and training center for classroom teachers where state of the art instruction is delivered every minute of the day.

The staff at Pinewood embraces the following beliefs:

- All students can learn
- Students must take responsibility for their own learning, words, and actions
- Every teacher will strive to meet each student's individual needs
- The curriculum offered must challenge students to reach their highest potential
- Staff, students, and parents must strive to be good communicators
- We are a community of learners who are problem solvers

Pinewood is most fortunate to have a team of dedicated and committed teachers and support staff who willingly go above and beyond the call of duty. A schedule of professional development activities selected by teachers allows them the opportunity to expand and enhance their teaching skills. Many of our teachers attend workshops, conferences, and advanced college courses to pursue Master's Degrees in education. Pinewood School's success is attributed to its welcoming environment and the efforts of all students, teachers, support staff, parents, community, and district-level departments.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Information on Nebraska's state assessment system is located at: <http://www.nde.state.ne.us>. Accountability for student learning in Nebraska is a dual reporting system: School-based, Teacher-led, Assessment Reporting System (STARS) and the federal No Child Left Behind Act (NCLB). STARS requires public school districts to report student achievement in the areas of reading and language arts, writing, and mathematics to the Nebraska Department of Education (NDE) at the end of grades four, eight, and eleven. OPS district standards have been evaluated by the NDE and deemed as rigorous or more rigorous as state standards. To meet NCLB guidelines prior to this year, grade four reported to the federal government in the areas of reading and language arts, mathematics, and writing. Beginning in 2005-2006 grades three through six will report student progress for NCLB. Criterion Referenced Tests (CRTs) have been established to assess student grade level proficiency of standards for both STARS and NCLB and these tests have been rated exemplary by the state. OPS student achievement is assessed and categorized as advanced, proficient, progressing, or beginning. In 2004-2005 Pinewood had 100% student participation on assessments and typically scores above the district average.

As of 2004-2005, 77% of Pinewood students in grades three through six scored in the proficient or advanced category on reading CRTs. Over three years an encouraging 27% increase in the advanced category for all students was noted and important strides were made at all grade levels. In grade three the African-American subgroup gained 17% in the advanced category and the free and reduced lunch subgroup showed an 11% increase in the advanced category in the past year. In grade four, over a period of three years, 95% of students scored at or above the proficient level, demonstrating a 16% increase. In the African-American subgroup 86% of students scored at or above the proficient level, an increase of 23% over three years. The African-American subgroup showed a 16% increase in the advanced category. In the free and reduced lunch subgroup 92% of students scored at or above the proficient level, gaining 21% over three years and showing an increase of 25% in the advanced category. All grade five students showed a 10% increase in the advanced category in reading from the previous year and the African-American subgroup increased 5% in the advanced category. The free and reduced subgroup increased 10% in the advanced category. In the fifth grade 17% of the Special Education subgroup scored at the advanced level.

As of 2004-2005, in the area of mathematics, 91% of all students in grades three through six scored at the proficient or advanced level demonstrating a steady gain over the past three years. In grade three, all students demonstrated an 11% increase in the advanced category and the African-American subgroup showed an 18% increase. Third graders in the free and reduced lunch group scored 91% proficient or advanced. In grade four 95% of all students were proficient or advanced, increasing 7% from the previous year; 50% of all fourth grade students were advanced. African-American students demonstrated high achievement with 86% of the subgroup at or above the proficient level. Additionally, 92% of free and reduced lunch students were at or above the proficient level. Grade five indicates 86% of the African-American subgroup was proficient or advanced with a 12% increase in the advanced category. The fifth grade free and reduced subgroup was 96% proficient or advanced, outscoring all other fifth graders and showing an 11% increase in the proficient and advanced categories. Grade six saw an increase of 5% in the advanced category for the free and reduced subgroup.

Grades two and five participate in the nationally normed California Achievement Test (CAT) and Pinewood students have consistently scored above the national average. The Test of Cognitive Skills (TCS) is taken in conjunction with the CAT and a comparison of the results from these tests is an indicator of students' expected performance level. In grade two the African-American subgroup moved from the 32%ile to the 53%ile in reading over a five-year period and moved from the 33%ile to the 57%ile in mathematics. Phenomenal growth was demonstrated as all grade two students moved from the 57%ile to the 68%ile over a five-year period. As of 2004-2005, 80% of grade two students performed within or above their ability in reading and 65% performed within or above their ability in math. In grade five 80% of students performed within or above their ability in reading and 71% performed within or above their ability in math.

2. Using Assessment Results: Formative and summative assessment data drives instruction at Pinewood and is an integral part of the multiage program. In order to determine academic readiness, assessments must occur before, during, and after instruction. Formal assessment data from the CAT, the CRTs, the district Third Grade Reading Test, and Statewide Writing Assessment results are studied in great depth. Pinewood's Academic Data Representative attends district-level meetings throughout the school year and during the summer to scrutinize data and learn how to understand, organize, and present the results. This information is then shared with all teachers during staff meetings, team meetings, and individually. Teachers receive information disaggregated by subtest and skill for the CAT, by each standard for the CRTs, by reading skill for the Third Grade Reading test, and by Statewide Writing Assessment scores. Teachers use this information to celebrate successes and determine which areas need improvement. Specific instructional strategies are determined for the remainder of the current year and for long-range planning. This data provides the information necessary to determine how students perform over time and gives focus to instructional strategies and activities.

Pinewood teachers create a comprehensive data folder for each student. This is a functional notebook that students maintain to keep track of their own academic progress by completing charts, graphs, lists, and goal setting forms. Students then use these data notebooks during student-led conferences. Pinewood believes informal and alternate assessment information such as; teacher observations, checklists, and student performance portfolios are valuable and teachers use a variety of these ongoing assessments for immediate feedback to drive instruction. These assessments provide the information needed to determine fluid instructional skills groups, especially in math and reading. Pinewood's African-American Achievement Plan calls for assessment data analysis in order to identify African-American students with academic needs and provides them with extra support. We currently use an electronic form to monitor student performance on a quarterly basis. The Principal and Instructional Facilitator review these forms and discuss concerns with teachers to determine if supplemental resources might be needed to promote success. This proactive approach helps students to achieve their highest potential.

3. Communicating Assessment Results: Communication is crucial for student success and Pinewood uses several approaches to share assessment results. In our main hallway, the Academic Data Representative maintains a yearly updated data board that displays graphs showing CRT results, a five-year comparison of CAT data, and a three-year comparison of Statewide Writing Assessment scores. Parents and visitors have studied this board and found the information valuable. During student-led conferences, assessment information in data folders is shared along with report card grades. The city newspaper, the *Omaha World-Herald*, publishes all formal assessment results each year. The multiage program at Pinewood School has been featured both in the *Omaha World-Herald* and on local television. The *Pinewood Press*, our school newsletter, includes academic data information and is distributed to students, parents, and the community. Phone calls, notes, daily planners, or progress reports occur on a regular basis throughout the school year. Pinewood staff fosters a team approach to success by communicating regularly with parents and guardians and hosting informational parent meetings on the importance of test data and the recommended instruction. Parents and guardians play an active role in helping to set academic goals for their children at Pinewood.

Furthermore, teachers use effective methods to share assessment results within the classroom. Teachers have created class graphs that indicate the percentage of proficient students mastering CRTs. Interest inventories and multiple intelligence assessments have been utilized in the classroom. Teachers at Pinewood can employ the "Me Graph" alternate assessment tool for which students complete their own graphs noting strengths and talent areas. These graphs are then displayed in the classroom to illustrate student uniqueness and difference. Assessment data takes many forms and we find it to be an invaluable component of instruction at Pinewood School.

4. Sharing Success: The success of Pinewood's multiage program is due to an all-school team effort by staff and students. We have shared our multiage vision and delivery system program design, strategies for small group instruction, curricular activities, and classroom structure with other area schools. Pinewood teachers and building leadership teams have presented at local, state, and national conferences, district-level professional development in-services, district ESL conferences, district curriculum meetings, and at meetings for Principals, Instructional Facilitators, differentiation teams, and Banneker/CEMS (Community of Excellence in Math and Science) teams. OPS' Staff Development department funded a nationally recognized presenter to speak on effective multiage practices for Pinewood School and another OPS elementary school. University of Nebraska at Omaha (UNO) education students and teachers from across the district visit Pinewood to observe our multiage successes.

Pinewood has hosted teachers from other states and areas of Nebraska who seek more information about our multiage program. Each year volunteers from Clarkson College, our Adopt-A-School partner, work at Pinewood and learn more about our school. Additionally, we host several volunteer Future Educators from two area high schools, giving those students an opportunity to learn about teaching and multiage. Most recently, in cooperation with UNO's International Studies Department, we hosted a group of fifteen principals visiting from Afghanistan who were very intrigued with our program. Collaboration and contribution among staff is an effective way to learn about innovative strategies for success and refreshes enthusiasm for teaching.

PART V-CURRICULUM AND INSTRUCTION

1. Curriculum: Pinewood School follows the OPS instructional plan of teaching students the appropriate district standards and we base this instruction on the individual readiness of each student. All district standards are taught, but Pinewood believes in empowering teachers to choose from a variety of suitable materials to facilitate student success. We provide a multitude of resources that are placed in the teachers' "toolboxes" and teachers learn to use these resources through staff development.

The core curricular areas of our program include reading and language arts, math, social studies, and science. The reading and language arts program consists of a balanced literacy approach in which teachers employ the most effective strategies to help students become successful readers. Teachers use ongoing assessments to determine student readiness levels and small groups are created for skills instruction. To introduce these skills teachers make use of the district basal reading series, employ guided reading strategies with leveled readers, and utilize other effective practices as necessary. Reading and language arts is taught every day and comfort-level reading time occurs daily. Reading comprehension and vocabulary development continue to be a priority. "Wednesday Words" has become a weekly event that challenges students to learn new words and enter them in their Frayer Model booklets. Additionally, Pinewood teachers spend a great deal of time on the writing process using the Six-Trait strategies approach. Students participate in many school and district level reading, writing, and spelling competitions. After school tutoring in reading is provided two days per week for those who demonstrate need and Pinewood hosts parent nights that focus on reading and writing.

The district-adopted math curriculum fosters problem solving and mathematical skills and is utilized by Pinewood teachers who employ a variety of manipulatives and support strategies to encourage student success. Students focus on age-appropriate concepts such as measurement, geometry, fractions, and decimals, while building on the basic mathematical skills of addition, subtraction, multiplication, and division. Again, small group instruction based on readiness facilitates the learning process. Other resources such as Hands-On Equations, math mentors, ALEKS (an online math program), and problem-solving games and materials provide challenge and engage students in higher order thinking skills. Students showing a strong aptitude for mathematics participate in school and district level math competitions.

The OPS social studies curriculum fuses the study of culture, history, geography, economics, and citizenship throughout all grades by using district purchased materials. Students engage in group projects, conduct research on topics of interest, and demonstrate their understanding in a variety of ways including parent programs, classroom presentations, and individual research projects. Often, the social studies curriculum lends itself to an overall thematic umbrella to tie all areas of the curriculum together. The goal is to make certain students are more aware of the world around them and understand how the past influences the present and future.

Science curriculum standards involve problem examination through scientific inquiry and integration of unifying scientific concepts and processes. These standards apply to all grades, but additional standards vary by grade level. At Pinewood, a hands-on approach guides instruction and experiments, science centers, and real-world activities provide students with the necessary skills and methods used by scientists. Having manipulated variables, experimented, and made direct contact with authentic scientific materials students come away with a more complete understanding of these principles. Students have participated in district science displays, attended science summer camps, and have explored in-depth investigations of various scientific careers.

Pinewood's full-time specialists plan collaboratively with classroom teachers. Content standards are taught in art, physical education, vocal music, and library. The Library Media Specialist focuses on reading, research, and technology. Art instruction is discipline-based, exposing all students to influential artists and their works through themes of discovering art, exploring art forms, and understanding and interpreting art. Art instruction introduces students to many techniques and media, relates art to history and culture, analyzes characteristics of art, and connects art to other disciplines.

2a. Reading: Pinewood School supports a balanced literacy approach to reading across the curriculum and believes there is no singular way to ensure success for all children. In actuality, many strategies must come into play to develop students into capable readers. As early as PreK/K Pinewood teachers engage students in literacy skills. Students are assessed during the initial weeks of school and are instructed in small groups through a combination of the district basal reading series and guided reading strategies. Instruction is carried on throughout all grade levels from that point forward and students are allowed to progress at a respectful pace. Small groups work at different levels in any one classroom, some of which may be one or more grade level(s) beyond or behind their actual grade. Students focus on the mechanics of reading, phonological awareness, phonogram instruction, decoding skills, and spelling. At the same time, work is done on vocabulary, semantics, syntax, comprehension skills, and metacognitive processes. This is accomplished through differentiated reading instruction, comprehension strategy instruction, word work, and writing instruction. Six-Trait Writing, Four Square Writing, Writers' Workshops, and the use of graphic organizers and writing journals support cross-curricular writing.

Every classroom uses an assortment of techniques and strategies to build successful readers and makes use of computer activities to develop literacy skills. In addition to the books in our library, Pinewood School has a guided reading "Book Alley" with a mixture of fiction and non-fiction books. Classrooms utilize Readers' and Writers' Workshops, Literature Circles, Book Clubs, Word Walls, Read-Alouds, Jr. Great Books, take home "Paws Packs" for family reading involvement, the Book-It program, Reader's Theatre, classroom volunteers, and specialized reading projects. To make certain all these materials are utilized, teachers need the proper professional development to enhance their expertise in knowing the best strategies and resources for particular skills and student needs. Teacher scaffolding is crucial to effective reading instruction and is provided at the district and building levels.

3. Other Curriculum Area--Science: Through an extensive grant from the National Science Foundation, OPS received funding to establish a program entitled Banneker/CEMS to raise awareness about best teaching practices in science and math. Pinewood became the first Banneker/CEMS Exemplary School in the district. In order to qualify as a Banneker/CEMS Exemplary School, at least 70% of Pinewood's teachers needed to participate in the Banneker program, student achievement needed to improve, and the school had to be willing to serve as a model site for other schools. Pinewood qualified in all three areas. The incentive for completion of these very extensive requirements was the ability to write mini-grants for materials to support lessons, summer camps, and projects. Teachers were provided with the opportunity to enhance their knowledge of science and math principles. Therefore, child-centered inquiry explorations currently take place in our classrooms and teachers feel more confident about teaching science and math.

Science content areas include earth science, life science, and physical science. Students engage in explorations with weather, light, sound, electricity, magnets, motors, and living things, among others. This content spirals back in certain grade levels and revisits a curricular area inviting discussion of more in-depth and complex concepts. Teachers have worked on weekends to organize materials that support science standards lessons into easy to access kits. Banneker/CEMS funds were utilized to purchase materials to assist teachers in presenting concepts. Teaming and collegiality has been very evident and students have been the beneficiaries of teacher effort to become more literate in the best approaches to teaching science. Students benefit from hands-on learning and parents learn as well through several family science events. We truly have become a community of learners who are problem-solvers.

4. Instructional Methods: At Pinewood School the leadership, faculty, and parental vision shaped a multiage school with student-centered classrooms spanning two grade levels beginning at Pre-K through sixth grade. Curricula correlate with all OPS standards and are based on themes designed in a two-year, long-range plan. Children vary in experience, maturity, and ability and learn to collaborate as they work with different age and grade groups. Teacher relationships with students and families are strengthened and facilitate greater communication and support between home and school. Pinewood classrooms are small in size (15-20 students) and thus provide more opportunities for teachers to address the needs of students through assessment of their individual abilities, interests, and skill levels. Students are placed along a learning continuum or pathway appropriate to their instructional level. They progress at their own pace regardless of age especially in the areas of math and reading. Students are motivated to take ownership of their education as they become independent learners beginning in Pre-Kindergarten. The Student Assistance Team and Behavior Assistance Team are in place to gather information and assist teachers in helping students with academic or disciplinary issues in support of positive behavior. We teach our students to be safe, respectful, and responsible in all areas of our school.

At Pinewood, each classroom teacher uses a multitude of instructional methods and ongoing assessments to encourage continuous progress. Pinewood teachers implement differentiation strategies including appropriate pacing, performance grouping, differentiation of product and content, tiered assignments and centers, independent and special projects, and student choice. Team teacher, co-teacher, and single teacher classrooms provide varying instructional settings for students. We have full-time and half-time Special Education teachers, a full-time Instructional/Gifted Facilitator, a half-time ESL teacher, and a half-time Speech Pathologist. Teachers lead clubs in academic tutoring, chess, art, technology, musical recorders, chorus, and healthy lifestyle both during and after school. Competitions such as Quiz Bowl, Read to Succeed, Future Problem Solving, Build It!, Standing Ovarations, spelling bees, and math contests challenge high-achieving students.

5. Professional Development: Pinewood School is actively involved in researching and applying current best practices in education. The multiage classroom demands greater organizational and professional development time on the part of each teacher, as they must learn how to merge standards to create a curriculum. In order to support all the strategies we believe are crucial to student success, Pinewood has invested a great deal of time, energy, and available money in our professional development program. Our district has provided excellent support, enabling teachers to attend local, state, and national conferences. Teachers provide input for professional development based on achievement data and classroom needs to drive decisions as part of school improvement. Professional development at Pinewood occurs during the school day at grade level team meetings, after school staff meetings, professional development in-service days, weekends, and summers. Building and district level professional development in-services focus on primary or intermediate grade level needs, as well as schoolwide needs.

Banneker/CEMS required Pinewood staff to do one of the following: a teacher or leadership portfolio project or completion of 19 graduate hours paid for by Banneker/CEMS. Extensive research in the areas of scientific inquiry and content was mandatory for all participants. Pinewood School was awarded a competitive state technology grant that provided professional development for teachers. Additionally, Pinewood offers small group sessions for new teachers as we induct them into our multiage school. All professional development is aligned to our EXCELS School Improvement Plan focusing on reading, math, and safe and secure schools. Ongoing professional development is an integral part of sustaining excellent teachers capable of increasing student achievement.

Pinewood School - Blue Ribbon School Program Information
Reading Criterion Reference Test (CRT): Grade 3

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	92%	95%	94%
% At or Above Proficient	69%	88%	60%
% At Advanced	23%	5%	9%
Number of Students Tested	52	41	47
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	90%	100%	97%
% At or Above Proficient	73%	96%	66%
% At Advanced	23%	8%	10%
Number of Students Tested	30	26	29
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	94%	88%	100%
% At or Above Proficient	56%	88%	57%
% At Advanced	17%	0%	7%
Number of Students Tested	18	8	14

**Fewer than 5 students*

**Pinewood School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 3 (cont'd)**

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	91%	92%	93%
% At or Above Proficient	64%	83%	59%
% At Advanced	15%	4%	7%
Number of Students Tested	33	24	29
Special Education Students			
% At or Above Beginning	100%	*	*
% At or Above Progressing	67%	*	*
% At or Above Proficient	0%	*	*
% At Advanced	0%	*	*
Number of Students Tested	9	*	*
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 3

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	92%	95%	81%
% At Advanced	33%	22%	28%
Number of Students Tested	51	41	47
Percent of Total Students Tested	98%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	93%	100%	83%
% At Advanced	37%	31%	38%
Number of Students Tested	30	26	29
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	88%	88%	79%
% At Advanced	18%	0%	14%
Number of Students Tested	17	8	14

**Fewer than 5 students*

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 3 (cont'd)

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	91%	92%	83%
% At Advanced	30%	17%	24%
Number of Students Tested	33	24	29
Special Education Students			
% At or Above Beginning	100%	*	*
% At or Above Progressing	100%	*	*
% At or Above Proficient	78%	*	*
% At Advanced	0%	*	*
Number of Students Tested	9	*	*
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Pinewood School - Blue Ribbon School Program Information
Reading Criterion Reference Test (CRT): Grade 4

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	95%	83%	79%
% At Advanced	38%	17%	7%
Number of Students Tested	40	41	43
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	85%	86%
% At Advanced	41%	19%	5%
Number of Students Tested	27	26	22
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	86%	83%	63%
% At Advanced	29%	17%	13%
Number of Students Tested	7	12	16

**Fewer than 5 students*

**Pinewood School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 4 (cont'd)**

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	92%	79%	71%
% At Advanced	32%	17%	7%
Number of Students Tested	25	24	28
Special Education Students			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	100%	NA	100%
% At or Above Progressing			
% At or Above Proficient	85%	NA	79%
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 4

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	98%	98%
% At or Above Proficient	95%	88%	84%
% At Advanced	50%	49%	56%
Number of Students Tested	40	41	43
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	96%	85%	86%
% At Advanced	59%	54%	68%
Number of Students Tested	27	26	22
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	92%	94%
% At or Above Proficient	86%	92%	75%
% At Advanced	29%	50%	31%
Number of Students Tested	7	12	16

**Fewer than 5 students*

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 4 (cont'd)

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	96%
% At or Above Proficient	92%	92%	96%
% At Advanced	40%	42%	39%
Number of Students Tested	25	24	28
Special Education Students			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	100%	100%	NA
% At or Above Progressing			
% At or Above Proficient	88%	85%	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Pinewood School - Blue Ribbon School Program Information
Reading Criterion Reference Test (CRT): Grade 5

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	84%
% At or Above Proficient	70%	71%	61%
% At Advanced	23%	13%	5%
Number of Students Tested	40	39	38
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	84%
% At or Above Proficient	86%	71%	60%
% At Advanced	33%	17%	8%
Number of Students Tested	21	24	25
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	90%
% At or Above Proficient	57%	64%	70%
% At Advanced	14%	9%	0%
Number of Students Tested	14	11	10

**Fewer than 5 students*

**Pinewood School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 5 (cont'd)**

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	80%
% At or Above Proficient	61%	64%	52%
% At Advanced	17%	7%	0%
Number of Students Tested	23	28	25
Special Education Students			
% At or Above Beginning	100%	*	100%
% At or Above Progressing	100%	*	0%
% At or Above Proficient	33%	*	0%
% At Advanced	17%	*	0%
Number of Students Tested	6	*	5
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 5

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	95%	89%	84%
% At Advanced	23%	26%	39%
Number of Students Tested	40	38	38
Percent of Total Students Tested	100%	97%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	91%	84%
% At Advanced	29%	22%	40%
Number of Students Tested	21	23	25
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	86%	82%	90%
% At Advanced	21%	9%	40%
Number of Students Tested	14	11	10

**Fewer than 5 students*

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 5 (cont'd)

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	96%	85%	80%
% At Advanced	13%	30%	40%
Number of Students Tested	23	27	25
Special Education Students			
% At or Above Beginning	100%	*	100%
% At or Above Progressing	100%	*	100%
% At or Above Proficient	83%	*	20%
% At Advanced	17%	*	0%
Number of Students Tested	6	*	5
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Pinewood School - Blue Ribbon School Program Information
Reading Criterion Reference Test (CRT): Grade 6

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	91%	95%
% At or Above Proficient	75%	79%	78%
% At Advanced	22%	27%	10%
Number of Students Tested	36	33	41
Percent of Total Students Tested	100%	97%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	91%	96%
% At or Above Proficient	87%	82%	79%
% At Advanced	30%	27%	11%
Number of Students Tested	23	22	28
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	90%	90%
% At or Above Proficient	50%	70%	70%
% At Advanced	10%	20%	0%
Number of Students Tested	10	10	10

**Fewer than 5 students*

**Pinewood School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 6 (cont'd)**

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	85%	96%
% At or Above Proficient	67%	70%	76%
% At Advanced	15%	5%	4%
Number of Students Tested	27	20	25
Special Education Students			
% At or Above Beginning	*	100%	100%
% At or Above Progressing	*	40%	80%
% At or Above Proficient	*	20%	40%
% At Advanced	*	0%	0%
Number of Students Tested	*	5	5
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 6

	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	97%	100%	100%
% At or Above Proficient	81%	79%	93%
% At Advanced	19%	21%	49%
Number of Students Tested	36	34	41
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	96%	100%	100%
% At or Above Proficient	87%	78%	89%
% At Advanced	26%	22%	46%
Number of Students Tested	23	23	28
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	60%	80%	100%
% At Advanced	10%	10%	40%
Number of Students Tested	10	10	10

**Fewer than 5 students*

Pinewood School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 6 (cont'd)

	2004-2005	2003-2004	2002-2003
Hispanic			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	96%	100%	100%
% At or Above Proficient	74%	76%	96%
% At Advanced	15%	10%	52%
Number of Students Tested	27	21	25
Special Education Students			
% At or Above Beginning	*	100%	100%
% At or Above Progressing	*	100%	100%
% At or Above Proficient	*	17%	60%
% At Advanced	*	0%	0%
Number of Students Tested	*	6	5
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

NATIONAL NORM REFERENCED TEST RESULTS

Subject Reading Grade 2 Test California Achievement Test (CAT5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles x

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	53%ile	52%ile	62%ile	50%ile	57%ile
Number of students tested	40	57	44	49	53
Percent of total students tested	100%	98%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. White, Not Hispanic	53%ile	58%ile	65%ile	49%ile	66%ile
Number of students tested	20	34	28	31	31
4. Black, Not Hispanic	53%ile	40%ile	54%ile	52%ile	32%ile
Number of students tested	16	18	11	16	14
5. Hispanic	*	*	*	*	65%ile
Number of students tested	*	*	*	*	5
6. Students eligible for free and reduced lunch	47%ile	47%ile	57%ile	53%ile	51%ile
Number of students tested	28	36	26	27	28
7. Special Education Students	8%ile	21%ile	*	*	24%ile
Number of students tested	5	10	*	*	5
8. English Language Learners	*	*	*	*	*
Number of students tested	*	*	*	*	*

**Fewer than 5 students*

National mean score and standard deviation for the CAT/5.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%

NATIONAL NORM REFERENCED TEST RESULTS

Subject Mathematics Grade 2 Test California Achievement Test (CAT/5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles x

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	68%ile	78%ile	76%ile	59%ile	57%ile
Number of students tested	40	58	44	49	53
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. White, Not Hispanic	78%ile	83%ile	81%ile	63%ile	66%ile
Number of students tested	20	34	28	31	31
4. Black, Not Hispanic	57%ile	68%ile	56%ile	51%ile	33%ile
Number of students tested	16	18	11	16	14
5. Hispanic	*	*	*	*	68%ile
Number of students tested	*	*	*	*	5
6. Students eligible for free and reduced lunch	57%ile	71%ile	71%ile	62%ile	56%ile
Number of students tested	28	37	26	27	28
7. Special Education Students	29%ile	38%ile	*	*	30%ile
Number of students tested	5	10	*	*	5
8. English Language Learners	*	*	*	*	*
Number of students tested	*	*	*	*	*

**Fewer than 5 students*

National mean score and standard deviation for the CAT/5

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%

NATIONAL NORM REFERENCED TEST RESULTS

Subject Reading Grade 5 Test California Achievement Test (CAT/5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles x

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	48%ile	54%ile	48%ile	62%ile	60%ile
Number of students tested	41	38	38	44	47
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. White, Not Hispanic	65%ile	63%ile	50%ile	62%ile	69%ile
Number of students tested	21	23	25	30	34
4. Black, Not Hispanic	29%ile	38%ile	46%ile	53%ile	39%ile
Number of students tested	15	11	10	10	10
5. Hispanic	*	*	*	*	*
Number of students tested	*	*	*	*	*
6. Students eligible for free and reduced lunch	39%ile	49%ile	33%ile	51%ile	55%ile
Number of students tested	24	26	23	31	24
7. Special Education Students	25%ile	*	11%ile	19%ile	*
Number of students tested	6	*	6	6	*
8. English Language Learners	*	*	*	*	*
Number of students tested	*	*	*	*	*

**Fewer than 5 students*

National mean score and standard deviation for the CAT/5.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%

NATIONAL NORM REFERENCED TEST RESULTS

Subject Mathematics Grade 5 Test California Achievement Test (CAT/5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles x

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	61%ile	72%ile	62%ile	73%ile	60%ile
Number of students tested	41	38	37	44	47
Percent of total students tested	100%	100%	97%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. White, Not Hispanic	73%ile	77%ile	62%ile	69%ile	65%ile
Number of students tested	21	23	25	30	34
4. Black, Not Hispanic	48%ile	60%ile	65%ile	70%ile	55%ile
Number of students tested	15	11	10	10	10
5. Hispanic	*	*	*	*	*
Number of students tested	*	*	*	*	*
6. Students eligible for free and reduced lunch	50%ile	70%ile	48%ile	70%ile	48%ile
Number of students tested	24	26	22	31	24
7. Special Education Students	31%ile	*	12%ile	19%ile	*
Number of students tested	6	*	6	6	*
8. English Language Learners	*	*	*	*	*
Number of students tested	*	*	*	*	*

**Fewer than 5 students*

National mean score and standard deviation for the CAT/5.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%